National Congress Bulletin

FEBRUARY 1957 • PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 11 • VOL. 24, NO. 6

Memo to Local Presidents:

ON JANUARY 20 the attention of millions of American citizens was focused on the inauguration of the President of the United States. The simple, solemn ceremony must have reminded many a citizen to give thanks anew that he lives in a republic whose leaders are freely chosen and freely elected by himself and his fellow Americans.

Our representative form of government is a treasured part of our American heritage—indeed, of our way of life. So it is natural that the National Congress should function under a representative form of government, in which each of its members has a voice in choosing its leaders.

Our National Officers

• The officers of the National Congress are elected by a body of accredited delegates during the national convention. The national president and a first vice-president are elected every three years for a term of three years each. The election of these officers is comparable, in a way, to the election of the President and Vice-president of the United States —except that officers of the National Congress **are not eligible for reelection.**

The officers of the National Congress number thirteen—a president, ten vice-presidents, a treasurer, and a secretary. Eight of the thirteen are elected from eight parent-teacher regions encompassing the entire country and the Territory of Hawaii. In this way P.T.A. members all over the nation are assured representation on the Executive Committee.

These officers are divided into three groups, one group elected each year for three-year terms. Group One includes the president, first vice-president, secretary, and treasurer; Group Two, vice-presidents from Regions III, V, VII, and VIII; and Group Three, second vice-president and vice-presidents from Regions I, II, IV, and VI. This staggering of terms makes it possible for each new group of officers to benefit from the experience of those already in office.

The Process of Selection

• How are candidates for National Congress offices selected? This important task is entrusted to a nominating committee, which serves for one year and which the Board of Managers elects **by ballot** from its own body. The five members who receive the highest number of votes comprise the committee.

It is expected that in selecting candidates for office the nominating committee will not allow its decisions to be influenced by such considerations as the number of members in a state or the rotation of offices among states within a designated region. The committee is instructed to consider one thing above all: the qualifications of each prospective

(Continued on page 2)

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• State legislation chairmen and state presidents meet in Chicago, September 28–29, to discuss the 1956–57 National Congress legislation program. Presiding here is Mrs. James C. Parker, chairman of the program committee on legislation. Mrs. Clifford N. Jenkins, chairman of the standing committee on legislation, sits beside her.

(Continued from Page 1)

nominee. (Of course every candidate must belong to a Congress P.T.A..)

In making their choices, the members of the nominating committee have the advantage of being able to base their decisions on more than a "correspondence knowledge" of the candidates. Usually they have met them and seen them in action at state conventions and perhaps at other state parent-teacher meetings. In other words, the candidates are people they know, not just names on paper. Conscientiously, painstakingly, the committee ascertains, studies, and evaluates the qualifications of **all** prospective candidates. It is this careful screening that has provided the leadership which has kept the National Congress a growing and vital force in home, school, and community affairs.

Before the slate is announced, the nominees are asked whether they will be willing to serve if elected. The announcement of the slate is made far enough in advance to assure widespread publicity at state parent-teacher meetings and in state parent-teacher publications, as well as in the nation's press, on radio, and on television. When the slate is presented for action to the national convention, the delegates are at liberty to nominate other candidates from the floor, provided they too have the candidates' permission.

The officers are elected at the annual convention by the delegates, who form the governing body of the National Congress. Not only do these delegates elect the officers but they transact other business as authorized by the National Bylaws.

The Board of Managers

● The Board of Managers consists of the national officers, elected by the convention; the state presidents, elected at state conventions; and the chairmen of national standing committees, who are elected by the national officers and the state presidents.

From time to time persons who do not have complete and accurate information concerning the National Congress may think of it as being governed "from the top" by a self-perpetuating National Board of Managers. We have only to look at the record to see how far this is from the truth.

The National Board is made up of eighty-seven members. Only eighteen persons who were members of the Board six years ago are now on it, and six of these are former state presidents who have been elected to serve as national officers. If we go back nine years, we find that **only eight persons** who were on the board then are still in office, and three of these are former state presidents now serving as national officers.

Indeed, there is **no way** in which the members of the National Board of Managers can perpetuate themselves. The National Bylaws stipulate that no officer shall be eligible for two consecutive terms in the same office. Persons having served as vice-president from a designated region are not eligible to another vice-presidency, except, of course, that of first or second vice-president. Our Bylaws also specify that chairmen of standing committees shall be elected for a term of three years, and that no one person can serve as a national chairman for more than six years, not even as chairman of a different committee.

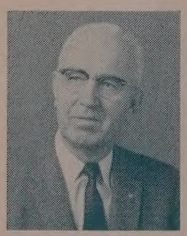
A Flexible Framework

● Thus at the national level the National Congress sets an example for all other divisions of the organization. Similar procedures are followed in the fifty state congresses and, with some variations, in districts and councils.

Never should we take it for granted that everyone knows and understands the purposes, functions, and policies of our organization and how we operate at all levels—local, state, and national. Therefore we must always be ready to inform the general public about the scope of our Action Program and our services to the school, the family, and the community. Ours is a continuous job of interpretation and education. We propose to do it within a framework of representative government, where each member may be assured that his voice will be heard and where his wishes will be given just and responsible consideration.

MRS. ROLLIN BROWN, *President*
National Congress of Parents and Teachers

NOMINATED FOR NATIONAL OFFICES



J. C. Moffitt

Mrs. Cecil S. Garey

Mrs. Bertram Hadley

Mrs. A. L. Hendrick

Mrs. Fred L. Keeler

● Five national officers will be elected at the annual convention in Cincinnati next May. The following list of nominees has been presented by the nominating committee of the National Congress:

***Second vice-president*, J. C. Moffitt, Provo, Utah**
***Vice-president*, Region I, Mrs. Bertram Hadley, North Weare, New Hampshire**
***Vice-president*, Region III, Mrs. Cecil S. Garey, Scranton, Pennsylvania**
***Vice-president*, Region IV, Mrs. Fred L. Keeler, Grand Rapids, Michigan**
***Vice-president*, Region VI, Mrs. A. L. Hendrick, Jackson, Mississippi**

Each of these persons has accepted the nomination, and each is well qualified to serve the Congress in a post of great responsibility.

Members of the nominating committee are Mrs. Daniel W. Richardson, Colorado, chairman; Mrs. P. D. Bevil, California; Mrs. Ramon Lawrence, Vermont; Mrs. T. H. Ludlow, Illinois; and Knox Walker, Georgia.

NATIONAL CONGRESS BULLETIN

Volume 24 FEBRUARY 1957 Number 6

Published monthly from September through May, bimonthly June and July, at 700 North Rush Street, Chicago 11, Illinois, by the National Congress of Parents and Teachers. Subscription price: 30 cents a year. Entered as second-class matter September 27, 1946, at the post office at Chicago, Illinois, under the Act of March 3, 1879. Additional entry at Aurora, Illinois, December 21, 1939.

EDITORIAL STAFF OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

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Assistant editor: Cora G. Barron

WORKING WITH THE PARENT-TEACHER ORGANIZATION

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• A newly earned National Safety Council Honor Roll is regarded with pride and respect by (from left) Mrs. Robert M. Albrecht, president of Mifflin Elementary P.T.A.; Carl Basil, Pittsburgh's traffic division; and Joseph P. Rovegno, principal of Mifflin School. (Story on page 7.)

► How do superintendents *really* feel about working with P.T.A.'s? Several school officials give their reactions to the relationship in the following excerpt from *The American School Superintendency*, a yearbook published by the American Association of School Administrators.

AN ALERT and active parent-teacher association, with a P.T.A. council in the larger school systems and individual active units in each local school, is as essentially a part of the modern school as is the health or physical education department. It is a calamity for public education when the superintendent of schools fails to use his influence to support active local parent-teacher associations as well as the program of the National Congress of Parents and Teachers. This great folk movement of the twentieth century is one of the most promising developments on the educational horizon. It may yet prove to be the great spiritual force in our time in this nation that will bring dramatically to the attention of the community the positive contribution of the schools to the progress of all, and the imperative need to support public education in time of crisis.

• The National Congress of Parents and Teachers and its state and local associations have helped lead the way to a better public understanding of today's pupils and their needs. The emphasis upon better home-school relations has resulted in hundreds of cooperative studies and projects involving the participation of classroom teachers, administrators, board members, and parents. Parent study groups, including the fathers, have produced constructive results by the study of such problems as child growth and development, the curriculum, and improved reporting practices.

• Parents and teachers alike are discovering that the old-fashioned report card alone is a poor substitute for desirable two-way communication between home and school. They are learning that boys and girls do not learn at the same rate nor at the same time nor in the same amount; that it is normal for youngsters to be widely different; that all youngsters of all abilities are important and have their contributions to make; that learning is a growing-out rather than a pouring-in process; that schools and homes need to do more about making boys and girls secure, confident, and appreciative of America and all that she stands for. Development of these essentials can be done only on a sound home-school relationship basis.

• Many of the superintendents who replied to the yearbook questionnaire gave examples of the projects and problems attacked by parent-teacher groups. The general approbation was summed up by one superintendent who said, "Year in and year out, the P.T.A. is the most effective force in promoting community understanding of the educational program." A few of the many examples of P.T.A. projects reported by superintendents are as follows: "P.T.A. cooperated in establishing school lunch programs; will be run by the school department in the future. . . . The school, through the P.T.A., sponsored a health program and summer recreation program. . . . P.T.A. conducted a survey of all preschool children. . . . P.T.A. organized a series of parent visitation days for different grade levels and for different purposes. . . . Parents and teachers worked for passage of school levy. . . . A workshop lasting for ten weeks, meeting Thursday evenings from four to eight, was attended by parent-teacher representatives. . . . P.T.A. cooperated in developing report cards."

► The following persons were responsible for the preparation of the yearbook from which this excerpt was taken:

Virgil M. Rogers (Chairman)
Superintendent of Schools
Battle Creek, Michigan

Mrs. Stuart P. Armstrong
Teacher, Social Studies,
Stonewall Jackson High School
Charleston, West Virginia

Joseph B. Gucky
Superintendent of Schools
Stephenson, Michigan

Paul B. Jacobson
Dean, School of Education
University of Oregon
Eugene, Oregon

Mrs. H. M. Mulberry
Member of Chicago Board of Education
Chicago, Illinois

John K. Norton
Director, Division of Administration
and Guidance
Teachers College, Columbia University
New York, New York

Wayne O. Reed
Assistant Commissioner, Division of
State and Local School Systems
U.S. Office of Education, Federal
Security Agency
Washington, D. C.

C. C. Trillingham
Superintendent of Schools of Los
Angeles County
Los Angeles, California

Henry I. Willett
Superintendent of Schools
Richmond, Virginia

1957 CONVENTION

• The 1957 convention of the National Congress will be held in Cincinnati, Ohio.

Dates: May 19, 20, 21, 22.

IT'S FOUNDERS DAY TIME

FOUNDERS DAY is a time for many things. This year it is a time to celebrate a memorable anniversary—the sixtieth birthday of the National Congress of Parents and Teachers. It is a time to pay homage to the Founders of the National Congress, Alice McLellan Birney and Phoebe Apperson Hearst, and to the founders of each state branch and of each local unit. It is a time to let the community know that the parent-teacher organization is—and has been for sixty years—a channel for constructive, purposeful action to benefit children and their families. It is a time to strengthen and extend parent-teacher work by means of our Founders Day gift.

As we approach Founders Day, it is well to refresh our thinking about the parent-teacher organization and its basic functions. Let us look at it through the eyes of two very discerning persons—first, Mrs. Birney, and then one who spoke at a recent conference of state program chairmen, sponsored by the National Congress.

A Look at the Past

What did a compassionate woman like Mrs. Birney see as she considered the plight of children in the last decade of the nineteenth century? She saw a sorry world for a vast number of them. The majority received less than six years of schooling, and the average school year was a mere fourteen weeks long. Many labored ten to twelve hours a day, six days—or nights—a week in canneries and factories. Frightened, white-faced youngsters who had broken a law were thrown into jail with adult criminals. Almost the only place a boy could learn a useful trade was in a reform school, as Judge Ben Lindsey pointed out.

What could be done? First, educate the *mothers*, said Mrs. Birney. Then educate the *nation* to the importance of its children and the urgency of their needs. And she conceived the National Congress as the organization to perform this two-fold assignment of (1) helping parents become competent in the most important and complex job they will ever undertake and (2) arousing the nation to its responsibilities to children.

A Look at Us Now

Now let us look at the organization through the eyes of Mrs. Bartlett B. Heard, member of the national board of the Y.W.C.A. Speaking at the conference of state program chairmen in May

Artist unknown. Sketched in 1897 during the first meeting of the National Congress of Mothers. Reproduced from an old newspaper illustration.

OFFICERS AND CHAIRMEN OF COMMITTEES

● Top row, left to right: Miss Emma Morton, treasurer; Mrs. William Randolph Hearst, first vice-president; Mrs. Theodore W. Birney, president; Mrs. John B. Lewis, vice-president; and Miss Mary Louisa Butler, corresponding secretary. Center: Mrs. Adlai E. Stevenson, vice-president. Bottom row, left to right: Mrs. James McGill, chairman, entertainment committee; Mrs. William Wilson, chairman, reception committee; Mrs. Harriet A. McLellan, chairman, literature committee; Mrs. H. W. Fuller, chairman, transportation committee; and Mrs. Arthur Birney, chairman, arrangements committee.

of 1956, she told us that our organization has become a repository of information about children, families, and communities. It has become an organization upon which all citizens depend for information, guidance, and insight into things that need to be done for children's welfare. Communities, she said, have a right to expect that parent-teacher associations will prod them into action before catastrophes and crises blight children's lives.

Our Founders would agree that Mrs. Heard knows what parent-teacher work is about. We *do* have a vast store of knowledge about children and the kind of family, school, and community life that is good for them. We *are* a fact-finding organization that digs away to find out exactly what is happening to children in our communities and at discovering what services, programs, and facilities will advance their welfare. We *do* try to make our communities aware of the children's needs and to spur public action and expenditures.

Our Action Program is evidence that we *have* done a good job of fact-finding —of identifying the problems and objectives of utmost importance to families and communities. Our job now, as it was in Mrs. Birney's time, is to focus attention on these problems and objectives and *urge the public* to take action.

Today's Problems and Tasks

The world today is a better world for children than the world of the 1890's, and parent-teacher work has made an enduring contribution to the achievement of this better world. But much remains to be done. In this year of 1957 almost 900,000 children go to school in half-day sessions because of the shortage of classrooms and teachers. In this year of 1957 children—perhaps as many as 75,000—will be locked in common jails because we have not provided detention homes for them. In this year of 1957 mental illness is a threat as fearsome as physical illness was in 1897, because we have not yet created in all homes, schools, and communities the kind of climate that fosters mental health and because we are not yet providing enough school and family counseling services to do effective preventive and first-aid work. In 1957 we have barely begun to cope with the problem of school dropouts and with the problems of migrant, exceptional, and delinquent children. Many of our communities still lack adequate recreational services for children, youth, and families. Many of them lack health services as well as library services and cultural resources.

What we *do have* in 1957 that we did not have before 1897 is an organization with sixty years of experience in finding out what is good for children—and then getting it for them through vigorous and patient education of the public.

For Founders Day

On this Founders Day, let us do what that first Congress, held in Washington, D. C., on February 17, 1897, did. Let us focus the attention of the nation on its children and the urgency of their needs. Let us focus public attention on the parent-teacher organization—an organization in which people can unite in systematic, persistent effort to serve children and their families and communities. Let us ask our members and others to make a Founders Day contribution to something that we believe is vital to children's welfare—the extension of the parent-teacher movement to communities that do not have it and the strengthening of all parent-teacher associations.

Ahead of us lie years of opportunity —new years in which the P.T.A. will continue to serve the family and the community.

BROTHERHOOD WEEK
February 17–24

● Kathie Cotton and Victor Watler rehearse their Swiss dance number, a feature in South Miami (Florida) Elementary P.T.A.'s Founders Day program. Folk dances by pupils in the school were used to dramatize the theme "Around the World."

© Miami Daily News Photos, by Toby Massey

● "Grandfather National," a skit that appeared in the 1956 Founders Day pamphlet, is staged during the Founders Day celebration of the South Miami Elementary P.T.A. Starring are Robert McClure, president of the P.T.A.'s Daddies Club, and Andrea Westman, fifth grade student.

COMING IN THE MARCH ISSUE OF *National Parent-Teacher*

"Conquering New Frontiers in Child Health," by *James A. Shannon*, M.D., director of the National Institutes of Health.

"Getting Tough Doesn't Help," by *Elizabeth McCain*, judge of the Juvenile Court of Memphis, Tennessee.

"Safeguarding Children's Rights." A report of the National Congress' Conference on Juvenile Protection.

"The Best There Is in Them To Be," by *Marie I. Rasey*, professor of education at Wayne University, Detroit.

"What's Happening in Education?" *William D. Boutwell*, editor of *Scholastic Teacher*, answers questions about honor rolls, financing new schools, and a new book on teaching methods.

"The Citizen and National Security." The seventh article in a series by *Bonaro W. Overstreet*, author, lecturer, and adult educator.

"Shall We Send Him to Nursery School?" A forum presenting the viewpoints of four experts: *Hunter H. Comly, M.D., James L. Hymes, Jr., Mary Satinover*, and *Ruth Updegraff*.

P.T.A. BULLETIN BOARD

Brief Items of Current Interest

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• P.T.A. members in District 2 of the Wyoming Congress recently registered in Casper for an all-day work session. During her talk there, Mrs. Rubert Kocherhans, state president, stressed the use of Congress and state publications and "National Parent-Teacher" as a means of building better local units. In the picture, looking at some of the displayed publications, are (from left): Dema Kennedy of the national field service, who conducted the day's workshops; Mrs. Kocherhans; Mrs. Armin Schmitt, assistant district director; and Mrs. Daniel Nye, district director.

• **"YOUTH, PARENT EDUCATION, AND NARCOTICS"** was the title of a talk heard by members of Southeastern and Northeastern P.T.A.'s in Hastings, Michigan. Speaking at a joint meeting of the two units, Glenn Hammel, from the Kalamazoo sheriff's department, warned that only informed and alert citizens can prevent spreading of addiction to narcotics. Parents can help, he said, by explaining to their children what to do if they're accosted by narcotic peddlers.

• **A BOOK FAIR** fitted nicely into American Education Week plans of the Hayt P.T.A. in Chicago. In the final hours of the fair, at which the school's pupils had viewed and purchased recommended and approved books, parents met for an evening open house and to hear Dr. Kenneth W. Lund, assistant superintendent of Chicago schools, discuss "Why Everybody Wants Good Schools." Profits from the book fair are turned over to the school library for purchase of more books.

• **A STUDENT-PARENT-TEACHER ASSOCIATION** was organized in the Groveton High School (Alexandria, Virginia) even before the brand-new school opened its doors last fall. As its first project, the unit prepared an illustrated booklet and distributed it to all parents. Its sixteen pages included listings of faculty members, S.P.T.A. officers, and committee chairmen; descriptions of school curriculum and course offerings; and an outline of the unit's budget.

• **STEPPING UP THEIR P.T.A. MEETING TIME** by a half hour, study groups of a Sheridan (Wyoming) association gather early for discussions of current *National Parent-Teacher* articles.

• **COMMUNITY GROUPS** are invited to send for *To Consider Education in a Changing World*, published as a centennial observance feature by the National Education Association (1201 Sixteenth Street, N. W., Washington 6, D. C.). The pamphlet includes working materials for the presentation of seven topics by three- or four-member panels: Manpower Shortage and Education; Our School Board at Work; Education for Leisure; School Buildings for Today; Discipline for Today's Children; Education for Safe Living; and A School Program for Today.

• **SOME IMPRESSIVE MEMBERSHIP FIGURES** can be traced to membership campaigns of South Carolina local units. Memminger Elementary School P.T.A. in Charleston surpassed its own last year's record by enrolling 485 members before its first meeting in October. Six of the school's classes had 100 per cent membership by the end of the first campaign week. In the same city, Rivers High School P.T.A. with an enrollment of 565 students listed 632 P.T.A. memberships—a 112 percentage.

• **A SCHOOL OF INSTRUCTION** was well attended by members of the Gresham P.T.A. (Macon, Georgia), reports Mrs. Jake King, president of the association. Participants studied the *Parent-Teacher Manual* and other National Congress publications, viewed the National Congress filmstrip *Teachers in Print*, and analyzed the unit's bylaws.

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• Speaking at the Gresham P.T.A.'s school of instruction, Mrs. E. G. Dallmus, second vice-president of the Georgia Congress, makes use of the School of Instruction Study Chart recently developed by the congress.

● **SPEAKING TO FOUNDERS DAY CHAIRMEN** in the *Information Bulletin* of the Alabama Congress, Mrs. Joe Penick, state program service chairman, had this to say: "You have an opportunity to plan a program that includes the entire Congress program and the work of all other chairmen. . . . This opportunity will not come again for another year. Discuss ideas and Founders Day programs that have been used in the past in your unit, but *don't* use the same program; find a different one. Decide on the type of program your membership enjoys. Relate your program to an immediate need or problem in your community. Use Founders Day as a solution to it."

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● Memorabilia, Mr. Webster says, are "things remarkable and worthy of remembrance or record." And "memorabilia" aptly describes the collection of parent-teacher material presented to the director of the Chicago Historical Society, Lloyd A. Brown, on November 27, 1956. The occasion was the fiftieth anniversary of "National Parent-Teacher." Here, discussing some of the features in the collection with Mr. Brown, are (left) Ruth A. Bottomly, director of the National Office and administrative assistant, and Eva H. Grant, editor-in-chief of "National Parent-Teacher."

● **THE COMBINED SCHOOL AND P.T.A. NEWSPAPER,** *Trail Blazer,* of the Ann Arbor Trail School (Detroit, Michigan) is bringing about closer relationships between the school, the P.T.A., and the home. With help from teachers and pupils, the P.T.A. publicity chairman, Mrs. Helen Duckett, and the school librarian gather material for the monthly news sheet, do the editing, and cut the stencils. After the P.T.A. publicity committee does the mimeographing and assembling, membership committee block captains distribute copies to parents of every child in school.

● **PRESCHOOL SECTIONS IN ALABAMA** that do an outstanding job this year will be given special citations by the Alabama Congress. According to Mrs. Dan Waite, Jr., state chairman of preschool service, the awards will be presented to sections that: (1) hold seven regular meetings during the year; (2) enroll both fathers and mothers as members; (3) use the *National Parent-Teacher* for programs at least twice during the year; (4) hold not less than two study-discussion group meetings; and (5) submit to the state chairman by April 1, 1957, a short narrative report of the high lights of the year's work.

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● Their close relationship to the National Congress and the "P.T.A. building" was constantly sensed by delegates at the fall Missouri Congress convention. A huge 50-foot by 24-foot backdrop of the national headquarters building, originally used during the national dedication convention in 1955, made program participants appear to be just outside the building.

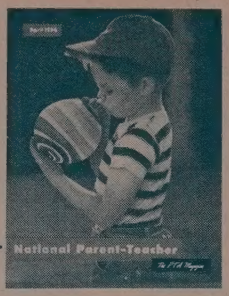
● **"COME AND MEET YOUR LEGISLATORS,"** read invitations to a recent meeting of the Peterson School P.T.A. in Chicago. Following a panel discussion on legislative issues affecting the schools, four state legislators offered their comments and answered questions. Members of the panel were Andrew A. Moore, Peterson principal; Mrs. Irving Kolodny, legislation chairman; Irving Berman and George Leavitt, P.T.A. members; and, as moderator, Clifford Erickson, assistant dean in charge of television education, Chicago City Junior College.

● **BICYCLE INSPECTION DAY,** with supervision by city police, and a showing of the film *Drive Your Bike* were follow-ups of Mifflin Elementary School (Pittsburgh, Pennsylvania) P.T.A.'s safety program. By relating bicycle traffic and safety rules to future car-driving days, the movie teaches young cyclists two-wheel safety from a four-wheel viewpoint. (See picture, page 3.)

● **TO ACQUAINT THE PUBLIC** with its goals and lively program, the Oak Park (Michigan) P.T.S.A. broadcast a junior town meeting over radio station WEXL. Participating in the discussion were five Oak Park students, Geraldine Gottesman, Conrad Kish, Sharon Levin, Steve Schwam, and Andrew Wilson; their speech teacher, John Kouzoujian; and Mrs. Norman L. Hein, the unit's president. The young people related stories of students' enthusiastic participation in programs and projects and their activities as workers, officers, and co-chairmen of committees.

● **MEMBERSHIP TRIPLED** in the Madison P.T.A. (Norman, Oklahoma) this year, and much of the credit for it goes to home room representatives, believes Mrs. Ben Hinds, president. The P.T.A. workers listed the names of the parents in each home room, checked off those that became P.T.A. members during the initial membership enrollment, and then paid personal calls on the rest of the parents to give them the second bid to join.

PROMOTION *News*



• Need more material for FOUNDERS DAY PROGRAMS? This you're sure to find in your file of NATIONAL PARENT-TEACHER Magazines; in the GOLDEN JUBILEE issue; in Mrs. Brown's message in the February 1957 issue.

• THE WILDWOOD P.T.A. of Chicago, Illinois, devoted its first meeting —always a luncheon get-together— to NPT. The ONE HUNDRED AND THIRTY-FIVE MEMBERS who signed up planned to hold Magazine buzz sessions during monthly meetings to follow.

• THE TEXAS CONGRESS has launched a MAGAZINE SLOGAN CONTEST, with no limit to the number of slogans that any P.T.A. may submit. Each slogan must be accompanied by at least three new subscriptions.

• A suggestion for use of P.T.A. treasury surpluses comes from Mrs. John Matthews, IOWA CONGRESS NPT chairman: Use them for Magazines to put in hospitals, library reading rooms, Sunday school libraries, Y.W.C.A.'s, Y.M.C.A.'s—any center that serves the community's parents, teachers, and youth.

• ARTICLES FROM NATIONAL PARENT-TEACHER provide excellent material for a P.T.A. program, advises Mrs. George Becknell, INDIANA NPT chairman. She suggests that programs developed from the Magazine can be in readiness for emergencies when program participants fail to show up.

• Has your P.T.A. given a GOLDEN JUBILEE SUBSCRIPTION?

• Always carry SUBSCRIPTION BLANKS with you, suggested a former NEW YORK Magazine chairman. You never know when or where you'll run into a PROSPECTIVE SUBSCRIBER!

• Readers of the PENNSYLVANIA *Parent-Teacher* were asked to take a quiz on their P.T.A. activities. Three of the listed questions pertained to the Magazine. (Could you answer *yes?)*

> Does every member of your executive committee subscribe to and read *National Parent-Teacher* and the Pennsylvania bulletin?
>
> Do you share your subscriptions with neighbors who cannot subscribe?
>
> Have you presented your school library and your school principal with gift subscriptions to these informative magazines?

• A shrewd analysis was made at the Magazine conference by Mrs. James P. Ryan, chairman of the standing Committee on Congress Publications: "Figuring roughly on the basis of 42,000 local units, with an average of 15 board members and 10 room representatives each; board members from councils and districts within 48 states, the District of Columbia, and Hawaii; officers of 50 state congresses; and National Board members, I find more than A MILLION PARENT-TEACHER LEADERS who NEED the MAGAZINE to equip themselves for the many contacts they must make."

• One NPT-conscious physician actually PRESCRIBES THE MAGAZINE for young mothers-to-be, explaining, "You're going to have a baby and you'd better get ready for it." The "prescription" he fills out is a SUBSCRIPTION BLANK.

REGISTERED DELEGATES TO THE NATIONAL CONGRESS OF MOTHERS MEETING—1897

State	No. of Delegates
California	5
Connecticut	1
Delaware	5
D. C.	42
Georgia	4
Illinois	16
Indiana	4
Iowa	2
Kansas	2
Kentucky	3
Maine	4
Maryland	36
Massachusetts	15
Michigan	9
Minnesota	1
Missouri	3
Nebraska	4
New Jersey	11
New York	37
Ohio	7
Pennsylvania	55
South Dakota	2
Tennessee	5
Texas	1
Utah	2
Virginia	11
Washington	1
Wisconsin	1
28 states	Total 289

• Names of the delegates to this memorable meeting are on record at the National Office and are available to state Founders Day chairmen on their request.

• More than seventeen hundred other persons attended the meeting, all of them interested in the formation of a national organization.